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AMERICAN JOURNAL OF EDUCATION AND NATIONAL EDUCATOR.

Universal Education—The Safety of a Republic.

VOL. XXIII. ST. LOUIS, MO., DECEMBER 9. 1890. No. 11.

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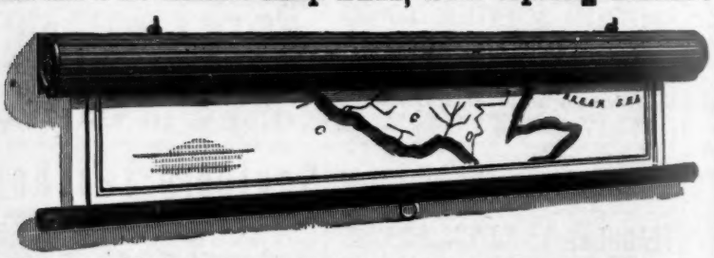

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Universal Education—The Safety of a Republic.

VOL. XXIII. ST. LOUIS, MO., DECEMBER 9. 1890. No. 11.

Printed for the Editors, by PERRIN & SMITH, and "Entered at the postoffice at St. Louis, Mo. and admitted for transmission through the mails at second-class rates."

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THERE is and there must be under the malign influence of the little wire puller Sheldon and his "boss" methods, an absence of both unity and confidence in the future of the N. E. A. Those who have paid into the treasury the $30,000 are not allowed to *vote* or even to appeal from the decisions of his "tools" who are in control of it.

PROF. PAUL SCHWEITZER did not ask the question which appears at the head of his most excellent article. Others, when they read it, will do so however, and we are *sure* it will be answered in the affirmative.

Prof. Schweitzer presents the truest and the highest ideals, and shows us just how to attain them.

AMERICAN
And National Educator.

St. Louis, Mo., Dec. 9, 1890.

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THE teachers of Missouri found that by circulating 150,000 copies of the AMERICAN JOURNAL OF EDUCATION among the *Tax* payers and the people, that the money it cost them has been *returned* to them many times over, in the average *increase of wages* from $27 per month to an average of $47.50 per month.

We want to press on in this good work until we make the compensation an even $50 per month, as a minimum, in all the States?" We can afford to do this. In fact we cannot afford *not* to do it, for this would compensate and insure competent teachers, and the work done in the schools would be so valuable and so useful that all the States would keep step to the music of this grand march for improvement and justice.

WITH the reading circle, the school library, the improved and beautiful text-books; with teachers' institutes—local, state and national; with more careful and earnest study; with *increased wages*, and a better appreciation of their work by the people—the character and intellect of our teachers is enlarging, the horizon of life, and effort is becoming more extensive for real culture. Now in entering upon their duties again at the opening of the year 1890, they can of course be no longer content with past effort or past attainment. Cherishing a loftier aim and a large ambition, let us all work together in unity of action and effort in greater schemes for improvement to make yet more lasting and brilliant our life and work among the people.

WE do not now remember of ever having the pleasure of meeting the distinguished gentleman and officer of the U. S. Coast Survey, Prof. Thos. Jefferson Lowry, who has lately written "a sketch of the University of the State of Missouri," but we are none the less grateful to him for the kindly and prominent recognition given this JOURNAL in the great work accomplished in locating the "College of Agriculture and the Mechanic Arts" at Columbia, "as a distinct department of the University" and in adding to its endowment "the sum of ninety thousand dollars." We rejoice in the fact of having been, in some degree, instrumental in opening up a pathway whereby the sons and daughters of the farmers of the State may enjoy such extended and unlimited facilities for culture as are furnished by our State University.

GREAT MEETINGS.

"A victory is twice itself,
When the achiever brings home full numbers."
—SHAK.

We hope the question of a proper and adequate educational exhibit at the *World's Fair* "will be taken up and discussed at the great educational meetings to be held in December, and that committees will be appointed to make reports and prepare exhibits.

The State meetings are to be held at the following places and dates, as near as we can gather information before going to press.

Colorado.—Dec. 30, at Denver.

California.—Dec. 29, 30 and 31, at San Diego. James G. Kennedy, Pres't; Miss Mary E. Morrison, Sec'y.

Illinois.—Dec. 29, at Springfield. P. R. Walker, Rockford, Pres't.

Indiana.—Dec. 29, at Indianapolis. W. W. Parson, of Terre Haute, Pres't; Anna M. Lemon, Bloomington, Sec'y.

Iowa.—Dec. 30-31, and Jan. 1, at Des Moines. James McNaughton, Council Bluffs, Pres't; E. J. Esgate, Marion, Sec'y.

Kansas.—Dec. 29, at Topeka. D. E. Sanders, Ft. Scott, Pres't; S. D. Hoaglin, Holton, Sec'y.

Michigan.—Dec. 22 to 24, at Grand Rapids: J. J. Plowman, White Pigeon, Pres't; D. A. Hammond, Sec'y.

Minnesota.—Dec. 29. L. C. Lord, Morehead, Pres't; Miss L. Leavens, Charlotte, Sec'y.

Montana.—Dec. 3, Helena. J. R. Russell, of Butte, Pres't; J. C. Templeton, Helena, Sec'y.

Mississippi.—Dec. 23, at Jackson. J. J. Deupree, of Clinton, Pres't; J. J. Wooten, Oxford, Sec'y.

Northeast Missouri Association, at Hannibal, Dec. 26-31. David Gentry, Pres. Southeast Association at De-Soto, Mo.

Nebraska.—Dec. 31, at Lincoln. Isaac Walker, Pembrook, Sec'y.

North Dakota.—Dec. 30-31, at Fargo. M. A. Shirley, Pres't; W. M. House, Sec'y.

South Dakota.—Dec. 29, at Sioux Falls. H. E. Kratz, Vermillion, Pres.

Washington.—Dec. 31, at Spokane Falls. W. H. Heiney, Pres't.

Wisconsin.—Dec. L. D. Harvey, Oshkosh, Pres't; W. J. Desmond, Milwaukee, Sec'y.

ONE of the most intelligent, conscientious and faithful officers of the N. E. A., who is ashamed of and disgusted with the unscrupulous "ring" rule of Boss Sheldon, writes us as follows:

"While you are at it why not make an expose of the self-propogating nominating committee appointed by President Canfield, (one for each State.) Go over the list and see how many members of this committee are now officers of the association. The touching modesty with which the several members of this committee voted themselves into Vice-Presidencies, State Directorships and any other "ships" whereby they become little tin gods on wheels, is a spectacle to make the eyes of angels—glisten."

The same disreputable game has been played ever since the "little Boston Boss" got himself elected President at Topeka, and "fixed things" so that he could do all the voting. This "self-electing, self-propogating" dynasty was vigorously and righteously denounced at Chicago—but "Boss Sheldon" has everything "fixed," so that it cannot be interfered with or disturbed. Don't you see that he is "directed" to do all the voting for all the members of the N. E. A.

Interesting, is it not?

Have we not had enough of it?

We will cheerfully and promptly give space for printing that constitution and the by-laws of the N. E. A. by which Bro. Sheldon gets the right to do all the voting year after year for *all* the officers. It has actually been "seen," or at least there are reports that it has. Would it do any harm to allow those who have paid $30,000 into its treasury to "see" it?

These great events that gain in grandeur year by year, summon us to be prepared to use and to interpret them so as to make all our life stronger, better, nobler.

Childhood is so promising, so glorious, so ineffable, that it is no sin to love it and concentrate our affections upon it, to help it, train it, trust in it.

These children the teachers train become sons of their mind, growing up in their likeness masterpieces for good or evil. Every teacher should first become God's learner.

How easily some people dismiss the teacher who leaves his best thought and his best spirit with the child.

If life be a battle then let the teacher be a bard, inspiring his pupils with moral heroism to conquer it with his manly march and martial music.

For a man to love his child because it is his, says Geo. McDonald, is a little thing; to learn to love it because it is a child is the real and the great thing.

These children that we teach in the common schools to-day are in themselves the great future.

This immeasurable vision of the good and the power of the people as a result of the teaching in our common schools is veiled for the present, but the veil is being drawn aside gradually.

This night within the soul because of illiteracy and sin is an awful darkness for us as a people. The teacher comes to disipate it. Let us help and not hinder such a work.

A life of repression is dangerous alike to the individual, the State and the Nation.

These children begin to feel the shock and mighty breaths of intelligence and great events.

Only by *doing* can we as teachers get the increments of power which will enable us to *be* something more than an animal or vegetable. Put to the test, what can you *do*? What can your pupils do?

These teachers, delineating the character of genius, tell us truly, that "we can not look however imperfectly upon a great man without gaining something from him;" and the other that we "cannot even hear of personal vigor of any kind, or great power of performance, without feeling fresh resolution." So let us quit our pessemism and fault-finding and affirm and show the good, the strong, the noble, and thus inflame the people with intelligence and power.

LIGHT.

One of old, said "man shall not live by *bread*—alone."

Victor Hugo saw this great truth also, and said it is *ignorance* which oppresses men, it is not power, it is not capital—it is *ignorance* that oppresses men."

This is the *fact* to day, and has been in all history.

Victor Hugo saw this so clearly, and its awful results so plainly, that he would have had *compulsory* school attendance laws enacted to save the people from its blight and helplessness. Ignorance is infancy and weakness prolonged into the life of mature manhood.

Our teachers in teaching the children to *read*, liberate; our teachers give strength; our teachers bring safety; our teachers open the book and make it, and its power, truth and inspiration accessible to *all*.

The darkness of ignorance has brooded over the land—what has it not cost in life, in estrangement and bitterness; in health, and last, but not least—in treasure? Ignorance costs. We need not wait for Victor Hugo, or any other prophet, to state this. We know this fact by an experience as frightful as it is ghastly. Victor Hugo pays the teaching fraternity the compliment of changing all this by their work. He says:

"A change is at hand. Compulsory education is a *recruitment of souls* for the light. Henceforth all human advancement will be accomplished by swelling the legions of those who *teach* and read.

The diameter of the moral and ideal good corresponds always to the calibre of men's minds. In proportion to the worth of the brain is the worth of the heart. The book is the tool of this transformation.

What humanity requires, is to be fed with light; such nourishment is found in reading. Thence the importance of the school everywhere adequate to civilization. The human race is at last on the point of spreading the book wide open.

Now the reign of the book is beginning and the school is its purveyor. Exalt the reader, you exalt the book. Not, certainly, in intrinsic value,—this remains what it was; but in efficient power; it influences where it had no influence; men's souls become its subjects to good ends. It was only beautiful; it becomes useful.

Who would venture to deny this? The circle of readers enlarging, the circle of books read, will increase. Now, the desire to read being a train of powder, once lighted it will not stop; and this combined with the simplification of hand-labor by machinery, and with the increased leisure of man, the body less fatigued, leaving the mind freer, vast appetites for thought will spring up in all brains; the insatiable thirst for knowledge and mediation will become more and more the human pre-occupation; low places will be deserted for high places an ascent natural to every growing intelligence; people will quit "Faublas" to read "The Orestela;" there they will taste the noble, and, once tasting it, they will never be satisfied; men will make the beautiful their food, because the refinement of minds augments in proportion to their force; and a day will come when, the fulness of civilization making itself manifest, those mountain tops, Lucretius, Dante, Shakespeare, for ages almost deserted, and visted only by the select few, will be crowded with intelligence seeking their food from the heights."

This is the work in its final outcome, of glory and power, that our teachers are doing all over this land.

WHAT IT IS FOR.

"This man so complete, who was enrolled 'mongst wonders. —Shak.

Emerson says that "the *world exists* for the *education* of each man. There is no age or state of society or mode of action in history to which there is not somewhat corresponding in his life. Everything tends in a wonderful manner to abbreviate itself and yield its whole virtue to him. He should see that he can live all history in his own person. He must sit at home with might and main and not suffer himself to be bullied by kings or empires, but know that he is greater than all the geography and all the government of the world; he must transfer the point of view from which history is commonly read, from Rome and Athens and London, to himself, and not deny his conviction that he is the Court, and if England or Egypt have anything to say to him he will try the case; if not, let them forever be silent. He must attain and maintain that lofty sight where facts yield their secret sense, and poetry and annals are alike. The instinct of the mind, the purpose of nature, betrays itself in the use we make of the signal narrations of history Time dissipates to shining ether the solid angularity of facts. "No anchor, no cable, no fences avail to keep a fact a fact. Babylon and Troy, and Tyre, and even early Rome are passing already into fiction. The Garden of Eden, the Sun standing still in Gideon, is poetry thenceforward to all nations. Who cares what the fact was, when we have thus made a constellation of it to hang in heaven an immortal sign? London and Paris and New York must go the same way. "What is history" said Napoleon, "but a fable agreed upon?" This life of ours is stuck around with Egypt, Greece, Gaul, England, War, Colonization, Church, Court and Commerce, as with so many flowers and wild ornaments grave and gay. I will not make more account of them. I believe in Eternity. I can find Greece,, Palestine, Italy, Spain and the Islands,—the genius and creative principal of each and of all eras, in my own mind?

MAN'S DEPENDENCE.

"Let me report your dependency." —Shak.

Dr. W. T. Harris says that all science, all literature, all art, the whole world of learning in fact, takes its rise in man's dependence on society. Society is the miraculous instrumentality by which each individual aids every other and in turn is aided by all. In food, clothing, and shelter, he brings by commerce all productions of all climes to his market, collecting from all and distributing to each.

In matters of human experience it is still better, because the aggregate of human wisdom does not have to be divided in distributing it. Each man may receive it whole if he will only learn the symbols in which it is stored up. If the child will learn how to read and write he may learn the experience of the race through the countless ages of its existence. He may by scientific books and periodicals see the word through the senses of myriads of trained specialists devoting whole lives to the inventory of nature. What is immensely more than this, he may think with their brains and assist his feeble powers of observation and reflection by the gigantic aggregate of the mental labor of the race. This is the great meaning of school education; to give to the pupil the use of the means for availing himself of the mental products of the race. Compared with what he receives from the race the productions of the most original of men are a mere speck in a wide field of view. Every one may add something to the aggregate of the world's knowledge, but he must, if he is educated and rises above the brute, receive infinitely more than he gives.

WONDERFULLY EFFECTIVE.

"Full of wise care is this your counsel." —Shak.

A writer in the *Arena* gives to parents and teachers these strong words of counsel for their guidance in training the young:

All children love stories and pictures, and these in the hands of parents who appreciate the solemn responsibilities of parenthood, can be made wonderfully effective. As the child grows older teach him to value above price, truth, honor and integrity.

Repress all selfish tendencies. Make him dwell in the radient and harmonious atmos phere of love. Above all, teach him toleration. Show him that all laws or religions that would persecute another for honest thought, emanate from other than a Divine source, are not beneficial, nor do they point upward.

History is rich in striking illustrations which, told as stories, or in after years read to the children, will emphasize each important lesson to be taught. In this manner the moral perceptions will be quickened, and a broad ethical foundation will be laid that will go far toward insuring a noble life.

A leading Roman prelate once said: "Give me the first ten years of a child's life and you may have him afterward." This thought is worthy the consideration of parents. Nor is it enough to impress virtue; vice must be painted in its true hideousness, pictured without the mask. Show the child the sting that is hidden from view; the end which is filled with bitterness.

The wise parent will instruct his child fully, and make him thoroughly acquainted with the dangers that will beset him. He will clothe him with the armor of knowledge, while warning him of the fatal results of yielding even to evil thoughts. He will impress the great truth on his mind, which Christ insisted on, namely, that in the thought, not the deed, lay the first sin.

He will show him that he who harbors evil thoughts is fostering in his soul poisonous weeds and choking to death the flower of spiritual growth. In this manner parents should teach their children almost from the cradle.

SOUL CULTURE

must be the key-note of the education of the future, both in home life and in schools, even as intellectual training has been the great end of the imperfect system which has fallen short of accomplishing the ideal of a true civilization. Not the intellectual, industrial, or physical training should be ignored; each has its proper place; but the pressing demand of civilization to-day calls for a radical change in our system—a change which shall recognize the *moral elements* in man's being as paramount, in order to secure for mankind a reasonable measure of the blessings which alone can spring from a society in which self is subordinate to unselfish impulses, in which the brotherhood of man is more than a vague dream, and where liberty, justice, and fraternity shall be the watchword of humanity.

These teachers—the real teachers—the chosen ones—garner up truth as by a divine inspiration so that there comes to be a celestial instruction imparted pertually to the growing spirit of childhood in tens of thousands of our common schools.

Truth, duty, patriotism, justice inspired by a tender love and a sensitive conscience—these great principles which "shine aloft like stars," guide and light up the pathway of the real teachers. Dry "methods" will find no place in a work and career thus illuminated. Every day and every hour of school life is vital with consequences and results under such leadership. One might as well attempt to paint lightning with charcoal as to run a school on the cut-and-dried saw-dust of "methods."

If our teachers are inspired with the feeling that the welfare of all—is entrusted to each, they will teach with a zeal and consecration that will make every hour of school life vital with the best and the most far-reaching results.

A SUCCESSFUL STRUGGLE.

"It is upon record."
—Shak.

Prof. Thos. Jefferson Lowry, who served as an officer in the U. S. Coast Survey from 1870 to 1877, and who, in the report of the Board of Curators of the State University to the Gov. May 18, 1875, is spoken of as follows: "we have sent out some who have developed into the very best Engineers—the Missouri State University is even now represented in the U. S. Coast Survey by one of the ablest and most scientific officers of that important national service." Prof. Lowry returned to duty in the University in 1887 as Prof. of Civil and Topographical Engineering. In "a sketch of the University of the State of Missouri" just published, he has this to say, of the work done by *this* Journal in helping to secure for the University the sum of *ninety-thousand dollars*, and the location, of the "College of Agriculture and the Mechanic Arts," at Columbia "as a distinct department of the University.

"To those cognizant of the full interior history of this great struggle, it is *known* and *agreed* that the straw that finally broke the opposition's back was a series of articles, from the pens alternately of Daniel Read, James S. Rollins, F. T. Russell and R. L. Todd, contributed for months, to each number of "*Merwin's Journal of Education.*"

"These articles rung the changes on the idea, the advantages of engrafting the "College of Agriculture and the Mechanic Arts" onto the University as a department thereof.

For months a copy of each number of this *Weekly Educational Journal* regularly found its way into the homes, the firesides of every member of the General Assembly elect, knowing that there, God was preparing the verdict on this supreme, State Educational question.

A piece of political sagacity equal to that which prompted Hamilton, Madison and Jay to write the series of newspaper asticles which led to the adoption of the U. S. Constitution—these articles published as "The Federalist," now one of the classics on that Constitution."

Beware of the man who plans and votes to keep the people in ignorance. A greater enemy to the interests of the country cannot be found. Send the school teacher abroad. Build up the laboring classes in intelligence and virtue—the people who do the nation's work demand our attention. Educated labor will make the State and country blossom like the rose. Stand by the school system. Stand for a proper and practical education of the toiling millions. This alone will give them intelligence, power and safety.

TOO CHEAP.

"Deformed, unfinished."
—Shak.

The fact is our district schools advance rather hesitatingly, with much labor on account of the frequent changes of teachers, the employment of cheap teachers, and because we are not willing to put money enough into them, not money enough even to save what we do put into them. Our schools are too cheap. A little more cost might, in many instances, double and triple returns. It is this purblind penuriousness with which we often deal with the public school, that makes it in so many instances inefficient.

At no point does the cry of taxes, hard-earned taxes, more surely tell than at this point. Hard-earned taxes! Is the money any harder earned that we expend for schools than that spent at the saloon?

Is it hard-earned because earned in ignorance? and, if hard-earned, is it not to be spent wisely?

We forget that other taxes leave our labors unlightened, but that this tax enters into our very households, and turns for us one dollar into ten, into a hundred, in meeting that first duty, and chief delight of home, the education of our children.

Analyze our taxes, as the taxes of this place, and how often will we find that we are paying on something whose parents were ignorance and fraud, as much as for our schools. That an economy which *impoverishes our schools* is as unnecessary as it is irrational, is seen in the habits of our people, their personal indulgence; in the money we put into houses of correction, prisons, asylums, all more or less directly the entail of ignorance; and in the cost of strikes, vicious legislation, and domestic war, farther results of popular debasement.

We are abundantly able to give our common schools a thorough support, and so supported they will steadily reduce in many directions our burdens of taxation. It is cheaper, as all experience shows, to educate a man than to maintain him as a lunatic, feed him as a pauper, imprison him as a criminal, or school him in insurrection.

If there is any connection fixed in human society, it is this general relation between intelligence and good citizenship.

The ignorance of the people is played upon every day. Some politician leads them into needless fraudulent expenditures, and then regains his popularity by crying out against the cost of the schools in which the people are educated.

At what price are we seeking, in this State and in other States, to educate our children?

For three, six, possibly nine dollars per annum. What price is any *wise* parent willing to pay for the education of his children? Twenty, fifty, one hundred times that sum.

We need, then, more liberality; we need more life-blood poured into this right arm of our strength, if we are to get a secure hold on the possibilities of the hour. The teacher is the head and heart of the school, and he can be neither completely without being both measurably. We should put none but the best men and women in charge of the children, and so in charge of the State, and of the future.

It is not quite so much new "methods" and novel "methods" that are demanded in our schools, as new energy and a loftier enthusiasm to train pupils into a love of right and an obedience to the law of duty for the sake of right—a moral hero, who contends without anger, conquers without meanness and duplicity and triumphs without pride. This is the sort of training most needed now-a-days, rather than the "clap-trap" of success by new "methods."

It is said that to "Mary, the mother of Washington, whose incomplete monument at Fredericksburg has until lately been shamefully neglected," we owe all the mighty debt due from mankind to her immortal son. Washington himself declared that to *her* influence and early instruction he was indebted for *all* that was human in the direction of his illustrious career. These parlor readings now so interesting and profitable among the "mothers" in all the States, will enlarge the mental and moral horizon of a vast multitude of those who are to rain their sons and daughters for the larger and grander duties of American citizenship. We hope to see them multiplied until every town can rejoice in their illumination and inspiration.

Prof. Payne says, the successful teacher must call to his aid in illustration and argument, material gleaned from *various fields*, widely separated from each other in thought. The teacher who aspires to be more than a *school keeper*, must be strengthened and enlightened by sharing the thought of the day as found in the best educational literature.

By the use of our **"Aids to School Discipline"** teachers soon **double** the attendance of pupils. These **Aids** interest pupils and parents alike, in the work done in the *school-room*—they prevent **tardiness** and **absence.**

Those who have **used them** and so thoroughly **tested** them, say that they not only **discipline** the school, but so far have **more** than *doubled* the attendance.

Address, with stamp, for samples and circulars, **The J. B. Merwin School Supply Co.,** 1120 Pine St., St. Louis, Mo.

ARKANSAS
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American Journal of Education.

$1.00 per year in advance.

S. M. MATHES, Little Rock..... } Editors.
J. B. MERWIN..... }

ARKANSAS.

"Framed in the prodigality of nature."
—SHAK.

ARKANSAS under the new, vigorous and inspiring leadership of the newly elected State Sup't. of Public Instruction, Hon. Joseph H. Shinn, will add immensely to her moral and intelectual, as she has to her commercial prosperity, by the extension of the public school system until every child in the State is brought under its beneficent influence.

A meeting was held lately at

EUREKA SPRINGS

to establish an inter State *Summer Normal School* for the benefit of the teachers of the several States adjacent to this attractive and beautiful health resort.

A meeting of the citizens was held at the opera house, for the purpose of giving the invited delegations a welcome.

Dr. W. W. Fellows, of Eureka Springs, delivered the address which was responded to by delegates from each of the States represented.

Prof. J. T. Hand, superintendent of the public schools of Dallas, Texas, gave encouraging words for the teachers of Texas.

Prof. J. M. Williamson of the State Normal School, Emporia, responded for the teachers of Kansas.

Prof. F. A. Hall, of Drury College, Springfield, Mo., spoke for the Missourians,

N. P. Gates, superintendent of the public schools, Fayettsville replied in behalf of the teachers of Arkansas.

This meeting was one of the most enthusiastic ever held in Eureka Springs. The citizens were out en masse to welcome those who had come to see if Eureka Springs was not the best city where a training school for teachers could be established in the south-west.

Other strong and interesting addresses were made by Ex-Gov. Clayton, Prof. W. W. Barnett, of Houston, Texas; Anderson, of Waco; Prof. Christian; Messrs. Fellows, Stevenson, Sutton, Howell, Hermann, White, McDonald, Cody, Pennybacker, Rodgers and others.

The public schools of the city are well graded and are taking a rank with the best in Arkansas. They have enrolled in the High School this year forty-five pupils, who are taking a three years course.

The wonderful curative properties of the water and the bright future before them as an educational center, cause the people of Eureka Springs to rejoice and be glad.

The *"Frisco" Line* has always favored in every way possible the establishing and building up of Educational Institutions all along its line. Mr. Wishart, the efficent and popular General Passenger Agent of the "Frisco Line" is keenly alive to the advantages as well as the necessity of good schools.

The *"Frisco Line"* is the direct, short route from the north, east, south and west, to Eureka Springs.

PRESIDENT J. B. WILLIAMS, of Bolton College, Tenn., writes under date of Nov. 20th, as follows:

Please to send me the AMERICAN JOURNAL OF EDUCATION, and Dickens' complete works. The JOURNAL is a great paper. Your short paragraphs are the embodiment of sound wisdom. They portray a correct and special knowledge of the art of teaching, and the exact place of the public school in the education of the nation. I wish every parent in the State of Tennessee could read regularly and continuously the "AMERICAN JOURNAL OF EDUCATION."

PLEASE put on the name of the county as well as the post-office, and State, in which you reside, on all letters addressed to the AMERICAN JOURNAL OF EDUCATION, to insure a prompt delivery of the paper you order. Then it will go promptly and you will get it and its splendid Premium and rejoice! Send all money by registered letter or money order.

THE schools are for the people and none but incorruptible Americans should have aught to do with them. Let not those who are not in sympathy with free institutions touch this holy ark of liberty. Foe to God was never friend to man. Do not elect for school officers the mean, penurious skinflints, and expect them to be liberal, magnanimous and noble in their treatment of the teachers or in the conduct of school affairs The *best* men should be put in charge of our school interests everywhere.

THE man should be greater than the teacher. When school officers aim at making teachers subservient, do they not undermine manhood and debase the character? If you would have teachers inspire your children with noble purposes, see to it that they be treated as royal helpers. Like begets like.

YES, the universal testimony of those who are using our **"Aids to School Discipline"** is, that their **use more than doubles** both the **attendance** and interest of pupils. This testimony multiplies every day too, as **"Our Aids"** are **more extensively used.**

Address, with stamp, for samples and circulars, **The J. B. Merwin School Supply Co.,** 1120 Pine St., St. Louis, Mo.

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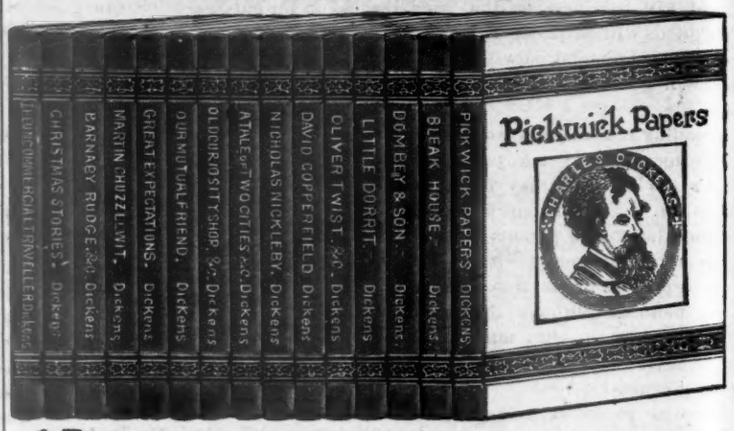
FOR THE MILLION.



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PROF. W. T. MARTIN, Principal of Fourche Valley High School, Rover, Ark., whose motto, a most excellent one, as follows: "*Thorough work*, and firm discipline are essential to the school room," in ordering the AMERICAN JOURNAL OF EDUCATION and a complete set of Dicken's Works in 15 volumes, says: It seems to me every teacher and every school officer, in fact, ought to read the AMERICAN JOURNAL OF EDUCATION to get correct and enlarged ideas of the value and power this school culture gives the people.

Please for the enclosed amount to send extra copies at once for circulation and the complete set of Dicken's works in 15 volumes to

Yours truly,

W. T. M.

OUR teachers are always in the presence of a "high cause." It is well, as Emerson says, to "*honor* him who always feels himself in the presence of a high cause."

THE DIFFERENCE.

"A quick eye, and a nimble hand, is necessary."
—SHAK.

IT is a very essential difference, too—when one character represents an *entire word* in these days when words bear such a vast import.

Notwithstanding the popularity attained by stenography or *short-hand* in late years, very few people, comparatively, ever actually saw short-hand written.

There are a few stenographers who can write at the rate of four words a second for several consecutive minutes. Few speakers however can talk as fast as that.

Stories are told of cases where the friction of the pencil caused by the quick movement would sometimes set the paper afire. But these are only stories. In taking a short-hand report the pen really moves no faster than in writing common long hand. The difference between the two, is,—that in short-hand a single brief character represents an *entire word*—sometimes several words. Some boys only fifteen, who have learned the art, can, by making these significant marks rapidly, get down every word of a sermon or speech as fast as the orator delivers it.

We know of girls only twelve years old writing letters to each other in these brief characters, using postal cards. Quite a long letter can be written in this way—as many words in fact as would fill three or four pages of letter paper; and then the postmaster can't read it!

PROF. M. N. SWAN, one of the leading teachers of Williamson county, Illinois, writes us as follows: "I am sure that every live teacher in the west and southwest should have the AMERICAN JOURNAL OF EDUCATION to read and to circulate among the people. I know your paper has been of great value and service to me since I commenced taking it. It has helped to make teaching a pleasure instead of a task, and every issue that comes gives me an inspiration for better work. The enthusiastic and noble encouragement that the teacher receives who reads the JOURNAL is invaluable, not only to himself, but to his school and to all interested in the work he is doing."

Please send me for the enclosed sum extra copies of the last issue to circulate not only among the teachers, but among our school officers.
M. N. SHAW.

LOW RAILROAD RATES FOR THE HOLIDAYS.

The Missouri Pacific Railway greets all its friends with a wish for the merriest Christmas and the happiest New Year, and takes pleasure in offering greatly reduced round trip rates to enable them to visit their friends at any point on this road, not over 200 miles distance. Tickets are on sale December 24th, 25th and 31st and January 1st, good to return until January 10th. For tickets and all further information, apply to your local ticket agent.

MONEY MADE.

"He that wants money, means and content,
Is without three good friends."
—SHAK.

OUR readers and subscribers get a great thing in joining our *short hand* class. You are aware, no doubt, that a great many stenographers are now employed in business houses and the demand is constantly increasing. Letters are taken by dictation and afterwards rewritten by means of a type-writer before mailing.

SHORT-HAND.

The Second of Our Popular Twelve Lesson Series Here Given.

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PROF. ELDON MORAN OF ST. LOUIS, MO., CONDUCTOR OF THE CLASS.

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CAUTION.—You write too large. All beginners do. Make your characters one-third smaller. Use black ink and the best quality of paper. Some practice with a pencil is useful, but a pen should be employed mostly.

Do not send in an exercise for correction until you have spent at least two or three hours in writing it over and over. Then state the number of times you have copied it; also how many hours you have given to practice.

WHAT IS BEING DONE.

Numerous exercises have already been prepared for correction. Many of these were executed correctly and artistically. They indicate the great interest taken in this course, and the results are gratifying. We understand the feeling of reluctance which restrains many an earnest learner from sending an exercise to be inspected by a person who is believed to be very critical and very severe. Now, be assured this is all a mistake. Your exercise may prove the very best. Questions concerning the lesson will be cheerfully answered. If you are in earnest about learning, you ought to join our "Special Class" at once.

WHAT TO DO.

First—Copy Plate 2 ten times. It is very important to make the light letters as thin and light as possible. The shaded strokes, *b, d, j*, etc., should not be very heavy, enough so only for distinction. In writing any word, as *jacket*, (*j-k-t, see line 8,*) do not lift your pen from the paper until the word is entirely finished. Be careful to write *t vertical*—that is, straight up and down. It is a common error to slant it, making it appear like *ch*. The stem *ch*, line 3, is for convenience called *chay*.

The time approaches, however, when nearly all letters which pass between one business house and another will be expressed in short-hand simply. This will add greatly to the time and leisure that is being saved by means of this invaluable art.

See Lesson No. 2 below with coupon order for the AMERICAN JOURNAL OF EDUCATION one year with the twelve lessons all post paid for $2.00.

Second—Frequently compare your work with the Plate, looking closely to see if it can be improved in any way. It should correspond as to *shading, straightness* of stems, and the nearness of the signs to each other. In *size*, the letters may be as small, and ought not to be much larger than those given in the Plate. The vowel dot *a* and dash *o* should always be placed at the middle of the stem. Write mostly with a pen; it is superior to a pencil in every way.

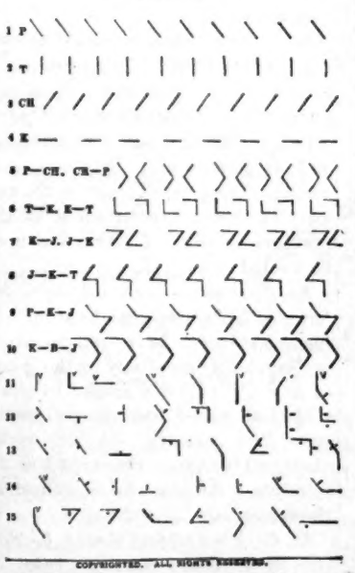
Third—Read one page of your writing without reference to the Key. Better still, read each page you write. Line 5, for example, would be read thus; *pe-chay, chay-pe*, etc. Short-hand is written by sound. Only as many letters are employed as there are distinct sounds heard; thus, *fo*, foe; *na*, nay; *lo*, low; *felo*, fellow; *do*, dough; *fabl*, fable; *fotograf*, photograph; mikst, mixed; *kwil*, quill. There are no silent letters, as *b* in *lamb*. Each letter is used only when its particular sound is heard; thus *p* is used in *pie*, but not in *sophist*, (spelt *sofist*). In *copper*, (pronounced *coper*) *p* occurs but once. Hence the usual manner of spelling a word has nothing whatever to do in determining the way to write it in short-hand. *Fourth*—Practice on plate 2 till you can copy it in five minutes.

KEY TO PLATE 2.

Line 11 Tie dike Ike pipe pied tied chide typo.
12 Ope Coe oat poach code dope toto Tokay.
13 Pay ape ache Kate paid Jake Cato abate.

TRANSLATE LINES 14 AND 15.

Plate 2.



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If you wish to join our class and take this course of *twelve lessons* in short hand, clip out and send in the following "coupon order". We send the AMERICAN JOURNAL OF EDUCATION one year, postpaid, and the *twelve lessons* for $2.00.

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An interesting word contest will result from the offer (appearing in our columns) of $700 in prizes to those forming the most words from "TADELLA ALLOYED ZINK PEN." The P. O. department at Washington has decided that this prize contest does not come under the lottery act because merit not chance determines the award.

Many parents make the serious mistake of supposing that *short-hand* cannot be successfully acquired by children. We know of girls only fourteen years old, who earn already thirty dollars a month.

Join the class early and remit the $2 by postal note, or registered letter. You get the twelve lessons and a copy of the AMERICAN JOURNAL OF EDUCATION for one year. Address, AMERICAN JOURNAL OF EDUCATION, 1120 Pine Street, St. Louis, Mo.

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American Journal of Education.

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W. S. SUTTON, Houston, Tex... } Editors
J. B. MERWIN..... }

LET our teachers be paid in al the States promptly at the end of each month as the other State and county officers are paid.

Provision should be made for this without further delay. Gov. Northen of Georgia, says: "The Governor of Georgia receives *his* salary when due. The judges of the courts receive their pay on demand. Members of the general assembly their per diem on call. The *teachers* in our public school are the *only* servants of the State whose pay depends upon contingency and doubt."

This state of things surely should be changed not only in Georgia, but in all the other States without delay.

"FOR the Millions co-education is a necessity."

"MY lamp shines none the less for me by giving my neighbor light."

OF course the committe that reported unanimously for the officers of the Natoinal Educational Association at St. Paul, was "packed" for that very purpose. We do not remember that any member, outside the "ring" has been *allowed* to do much *voting* since "Bro. Sheldon" got himself elected president of the N. E. A., and "*fixed* things" so that he and his "ring" could run it.

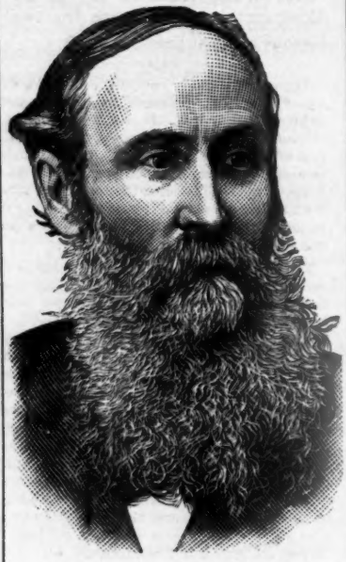
Bicknell inaugurated this "ring" scheme at Madison, as President Canfield confessed in his speech defending his usurpations, at St. Paul, and Sheldon has kept it up. There seems to be, however, a pretty general impression among those who have paid in the $30,000 that we have had enough of this *small* "*boss*" business on the part of Bro. Sheldon.

TALKING of denominational unity at Chautauqua, do you remember the tall and venerable Dr. Vincent, of England, who was at the Assembly last year? His astonishment at the spectacle of Episcopalians, Sandemanians, Baptists and Seventh Day Adventists gathered on the same platform was boundless. "I never heard of such a thing?" he exclaimed to a friend. "In England one-half of these men would leave the platform in horror at the presence of the others." "What harm do they do?" asked a bystander, misunderstanding him. "Harm?" he repeated. "Why, I think it's beautiful. It's inspiring." —*Tribune Correspondent.*

He might and ought to have added —It is *Christian!*

"KNOWLEDGE is power." It increases by use, and blesses society just as exercise insures health. Let us have more knowledge and that will give the people more power. Knowledge and power come from the multiplication of schools and school facilities.

THE COUNTY INSTITUTE.



ALL associations of teachers tend to the improvement of the profession, and the elevation of our schools. How to make the monthly meetings most beneficial, is a problem worthy of the best thought of our best educators.

1. *The organization should be simple and efficient.* The President, Secretary and Treasurer should constitute the executive committee to arrange time and place of meetings and to prepare and distribute programs. The printed program for any meeting should be distributed at the previous meeting. Thus no time need be wasted in preliminary work.

2. *These meetings should be devoted largely to the improvement of the country schools.* It is well to avoid topics relating especially to the graded school work, and rather to select subject of special interest to all teachers. The country teacher works alone and is in *special need* of the inspiration and insight to be gained at these meetings.

3. *Only one subject should be considered at any one meeting.* Take for example *history.* (1) A short lecture on the place and importance of history in the educational work. (2) Paper on methods of teaching history in the primary school. (3) Paper on methods of teaching history in the intermediate school. (4) Class drill in teaching primary history. (5) Class drill in teaching history in the intermediate classes. (6) Plans and devices for the more efficient teaching of history, (7) Discussion of Stanley Hall's Methods of teaching History, of some similar work. (8) Brief discussion of some topic of current book of State Teacher's Reading Circle.

4. *One book should be read by the teachers each month.* It is better that this reading should be in the line of the Institute program. We have now excellent works treating of the subjects of greatest interest to teachers. These books are not large nor costly. The executive committee can secure these books on the best terms, and have ready for distribution. I count the reading of the books in connection with the Institute work, invaluable.

5. *Some topic in the current book of the State Teacher's Reading Circle should be discussed.* The Reading Circle is especially calculated to unite and elevate the great brotherhood of teachers. The very best books are selected and no teacher can afford not to read these books. Thus the work of the County Institute will keep each teacher *en rapport* with the great body of teachers.

The barrenness of ordinary Institute work is proverbial. Effort is diffused over too wide a field. Concentration is necessary in order to inspirate fruitful thinking. Nothing seems better calculated to bring out the best results than the concentrated thought of all the teachers of a county for an entire month upon the same subject. Then by devoting an entire day to the presentation and comparison of views, depths can be fathomed and heights scaled. Each teacher will go back to his work with a feeling of mastery over the subject.

Books contain the best things and must accompany and supplement oral work. This is true of every step in professional work as well as in school work. Only half-thinkers sneer at books. When such educators as W. T. Harris, E. C. Hewett, D. Stanley Hall, and F. W. Parker embody the best results of their life work in brief manuals, such books cannot fail to be of supreme value to every thoughful teacher. Life is too short for each teacher to do all, but each is entitled to the benefits of the labors of all. Thus the teachers master each wotk while they gradually accumulate choice professional libraries.

J. BALDWIN.
State Normal, Huntsville, Texas.

YES—we are *ashamed*—because we are to blame for it—as this is a government of the people, by the people, for the people. We tried to get something for nothing in getting the census taken. We did not get a *correct* or proper census, because we employed incompetent persons—paid too little money, got it done *too cheap*, and so did not get it done at all! Yes, we are ashamed of this *cheap folly.*

OUR "AIDS TO SCHOOL DISCIPLINE" interest pupils and parents alike, more than DOUBLE the attendance, prevent tardiness, and greatly relieve the teacher, as they discipline the school.
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DOES IT PAY?

"God for his Richard hath in heavenly pay
A glorious angel."
—SHAK.

(We are permitted to copy from the Argus, Vol. VII No. 2, October, 1890, published by the students of the Missouri State University, the following valuable article by Prof. P. Schweitzer.)

The complaint is often heard in these days, that graduates of college and university cannot think; that they are inferior to practical men in the various pursuits of life; that, excepting as a preparation for one or two professions, a college education involves a waste of time. Those complaints are heard on all sides not only here but abroad; are they founded in fact or are they, like most of the common sayings, made up of truth and error, blended and made into a single image of contorted shape and false colors? An examination of the matter may result in clearing our vision and answering our question.

A college course implies with most persons about fourteen years of school life; much is learned during this time and after a few years forgotten; languages, history, natural sciences and mathematics become obliterated from the mind, and only those things are really and usefully retained, which are continued in use after graduation; if the years spent in school gave nothing else but this slight increment of knowledge, a woeful waste of time might indeed be laid at the door of our present civilization; but the case is different. Aside from the minor civilizing tendencies of school life, such as adjusting one's self in the circle with others, forming friendships, striving after ideals, and the like, education as a preparation for the duties and enjoyments of life has three main aims: The formation of character, the development of mental power, the acquisition of knowledge.

These are of importance in the order named; the last but the instrument for the second, and both for the full attainment of the first, and all, which is the momentous and gratifying fact, free to the grasp of individual effort. Wealth, family and influence, though a protective setting around the lives of many a youth, count for nothing in the struggle for knowledge, mental power and character. And verily a struggle it is; no room there for makeshifts, indolence or prevarication; the law is inexorable; sowing before reaping; laboring before enjoying. Go to, then, aspiring youth! leave faint-heartedness behind; press onward and at the hand of duty, imposed by self or filial affection, reach out for the golden prize; it is yours through honest toil.

1. THE ACQUISITION OF KNOWLEDGE.

The business of the district school is a threefold one: To furnish the implements of knowledge as reading,

writing, ciphering and others, to impart knowledge itself, and to cultivate and develop the faculties of the mind. Little need be said about the first, excepting that the time spent on it should be shortened by connecting more intimately with the second; interesting knowledge imparted interestingly stimulates wonderfully to a mastering of the implements. The knowledge given by the district school is necessarily limited in scope and extent; it should be sufficient, however, for the duties of citizenship and the demands of ordinary business; but because of its daily application to the affairs of life it should be precise and exact. To make and enter into a contract, to ascertain gain or loss of an enterprise, to form an opinion on any of the great questions of the day, to discharge intelligently the grave duties of citizenship at the polls, requires a clear and precise knowledge of the English language, of arithmetic, of history and of such subjects as are taught at the public schools. Slovenly and inaccurate methods must therefore be tolerated even less there than elsewhere, since the pupil is helpless through youth and lack of judgment. He is so far, then, held irresponsible; but his responsibility begins with the cultivation of his mental faculties; he himself must make the effort to strengthen his memory, to develop his powers of observation, to concentrate and force his attention; no one can do it for him, and in proportion as he does it honestly and conscientiously he will cultivate not only his mental faculties, but acquire at the same time knowledge. Wise, indeed, are the providences of God! for if money, which can surround our body with the comforts and conveniences of the whole world, could also buy, through the labors, of others knowledge and mental power, abiding slavery of body and soul would be the inevitable lot of the most of us.

I have so far said nothing of the cultivation within the district school of the pupil's moral nature; altogether too little attention is paid to it at present; for, aside from cultivating habits of order, obedience and outwardly good manners, no direct effort is made to reach the heart; it is truly to be hoped that this most important matter will receive a speedy practical solution.

The high school and academy continue on a broader basis the work of the district school, but give increased attention to the development of mental faculties and, for that reason, increased opportunities for the discharge of a student's proper duties.

2. THE GAINING OF MENTAL POWER.

Mental power is gained by exercise just as physical power is; it is not the absorption of nourishing food that makes the body strong, but the constant exercise of its muscles; it is not the taking in of information, that strengthens the mind, but the constant employment of its powers in overcoming difficulties. Any branch of study, which is not merely formal, offers a field for such practice; the more varied the types, the more difficult and abstruse the conditions, the greater the possible accretion of mental power. Mental power, therefore, is specifically of a man's own begetting. Shun so called easy studies; what is at the call of everybody is not worth running after; if you can select none other, remember, that you will, at best, acquire only an ornament If you would have mental fibre, pursue the subject for which you have no talent and conquer its difficulties by sheer force of will; you will come out all the stronger and all the better prepared for the discharge of duties in life, which you do not like, but which necessity forces upon you and requires you to do well. To learn anything in the usual receptive, not to say passive, manner is of no benefit whatever toward that end; languages may be acquired to the point of reading of speaking, history may become a rounded string of dates and events; geography a network, in which every mesh is known; chemistry and physics may offer up their phenomena to curious gaze and retentive memory; yea, even algebra, geometry and allied branches of mathematics may be pursued without in any degree contributing to a development of mental power; it is possible to carry district school methods through a whole college career and to become a graduate devoid of force through never having attempted to convert mental food into mental fibre. Woefully mistaken, indeed, is the student, who believes he is doing all that is necessary or all that he can, when he attends faithfully to his classes and prepares his lessons mechanically and listlessly; if he acquire a language by repetition, as he does his mother tongue, calling for aid and explanation as soon as difficulties appear in sight upon the teacher or friend, or that common foe to mental development, a superabundantly annotated edition, he may acquire an ornamented feather to his cap, but, he has wasted the opportunity of his life. Instead, he should, after mastering the forms, give his whole mind to the comprehension of the text in hand, and not content with a general idea of its meaning, which usually covers a multitude of sins, apply himself the more arduously the more difficult and obscure a sentence, until he has penetrated into and mastered its meaning; every day thus spent brings its reward; every new difficulty overcome adds a new fibre to the mind or seasons one already in existence, until at the end of a college career the student has become a man of conscious power, self-sustained and equal to any emergency in which life may place him. In a similar way

[*Continued on page* 10.]

THE true teacher is an artist "shaping the minds of his pupils into higher forms, and through them moulding the whole generation in which they live." He is "painting pictures on the canvas of mind that shall last through the generations, and fade not in eternity."

GEOGRAPHY, by the use of maps, and history should be studied together.

Geography is place.

History is events.

Events without place are merely stories. Place without events is simply emptiness. Events imply places, but place alone means nothing.

History includes geography, and when well and properly taught, gives the best and most lasting knowledge to the latter study. Geography, pursued by itself, is one of the most sterile of studies. It affords little mental exercise save to the memory, and upon that it takes no lasting hold. Any one will be convinced of this who attempts to recall the geography lessons learned in childhood, or even five years ago.

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INDICATIONS.

"Let me buy your friendly help thus far,
Which I will overpay and pay again."
—SHAKE.

WHEN our young people first learn *short-hand* they begin to write such words as signify the most desirable thing to them.

In *short-hand* make a mark never so simple and it will be sure to mean something to you. Some suppose that your pencil is guided by fate, and the words written are indicative of what you will do, have or become. A school teacher wrote for his first word "million." To-day he *is* a *millionaire*. A candidate for office wrote "Salt Creek," and was sent up there by the returns of the last election. A lazy fellow wrote "shirk." A student wrote "knowledge." A school fellow wrote "a tall fellow," and seemed satisfied! This sort of writing may be indulged in at social gatherings, it is often quite amusing as illustrations of character.

Short-hand has not only become a beautiful art, but is at the same time and always a paying business. We feel justified in giving considerable space in the JOURNAL to this new subject, because in the past few years it has grown to be so important and so helpful to both ladies and gentlemen who are not able to do manual labor—but one should be a *good* speller and a good grammarian too.

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E. N. ANDREWS, Chicago.....
J. B. MERWIN ..... } Editors.

THE men and women who teach and train the children for the high prerogatives of American citizenship must be the royaly endowed spirits who work for strength, and harmony of life, as the result of culture—realizing that all else is dross and ashes. They are the godlike "who resist unto blood"—striving against the sin, of no-being in this world.

OUR teachers become everywhere the exponents of the great maxim of Erasmus, to "Give light and the darkness will disperse itself." With this they must inflame their pupils with a passion for moral excellence, imparting to them the vital impulse which in the practice of virtue is perpetually reproduced in their lives.

THE Charleston *Courier* makes mention of a most delightful and never to be forgotten event in our editorial career as follows:

"The students of the high school tendered Mr. Merwin a reception at the elegant home of John F. Dora, on Tuesday evening, which was a very enjoyable affair.

Misses Nell Lee and Cute Dora doing the honors of the occasion with great credit to themselves and to the pleasure and entertainment of those present."

PROF. JOHN W. HENNINGER, superintendent of schools in Charleston, Ill., seems to be one of those growing powers in the vast field of educational effort, who "finds a way or makes one." He is "victory organized." He is by his industry, culture and character a living example of the truth of what was said of a great general. "Promote this man or he will promote himself." The people of Charleston are to be congratulated that their children and the young people of that beautiful city have such a leader and such an instructor.

IN all our schools must be taught constantly, *will* be taught constantly by those who are fit to teach, a high sense of individual and national honor, that everlasting fire which alone keeps patriotism warm in our hearts a sentiment which we cannot guard with a care too vigilant and a jealousy too acoute.

THE *Courier* in speaking of the lecture for the benefit of the high school library in Charleston, said: "it was a very fine effort" and that "the audience were treated to several splendid recitations. There was one by Miss Daisy Cooper which was most excellently delivered, and the one by Miss Ora Neal was delivered in a very pleasing and creditable manner, also the one by Miss McMorris was very good. The declamation by little Miss Nannie Mitchell was wonderful—and was so well delivered that it elicited the hearty applause of the vast audience. We can only add that the young ladies and gentlemen of the high school, assisted by Prof. Henninger deserve the thanks of the community for their splendid entertainment."

We think, and we beg leave to suggest that this same thing could be done with great interest and profit to the school libraries in a vast number of towns and cities in this and other States by utilizing the home talent as was done in this case.

FAULTY CLASSIFICATION.

"That obedient right
Which both thy duty owes and our power claims."—SHAK.

IN the Scheme of Classification made out by the Committee for the World's Fair Commission, as published under the L. (11th class), we notice "music, education, literature, engineering, public works, sociology"—in this *class*, *education* is the *generic term* and should stand *first*. Music is a part of *education*—the latter includes the former. *Engineering* comes in properly under *education*, but not under music. The same is true of literature and sociology—"*public works*" is an indefinite term and might with propriety be classified separately.

EDUCATION is the *principal business* of this country and must stand at the *head* of a *department* of the Exposition in *large letters*. Will the commissioners call in an educational expert of practical sense, to make out a classification of sub-divisions under the head of *Education* that can be followed and worked out by the schools? This should be done before the buildings are ordered. The educational exhibit will require one of the largest and most expensive buildings to be erected. The plan of the building should be specially adapted to its purpose. Every State in the Union is deeply interested in this part of the exhibit—every enlightened country in the world will want to be recognized in the Educational Department. There is another reason for prompt measures in this direction. All the work of the schools to be placed on exhibition remains to be wrought out by a slow and tedious process, after the plans have been fully matured. This requires time. The intricate work of our best schools cannot be hastily prepared for exhibition. Let us have a *broad guage scheme* and perfect classification at as early a day as practicable.

No life can be pure in its purpose and strong in its strife, and all life not be purer and stronger thereby; no star ever rose and set without influence somewhere.

[*Continued from page 9.*]

chemistry or physics should be studied; in these the formal or phenomenal parts demand at the outset greater mental exertion than a language; no mere memory work suffices; all the powers of observation, comparison, generalization are called into action and taxed severely; no mere process of logic leads to the truth; the divine spark of induction is *sui generis;* it is unique. Memory and perception call up before the mind all the facts of a group, and intuition sees through and behind them the law by which they are governed. This is likewise the manner in which we arrive at conclusions in life, and for that reason the study of the inductive sciences is so fructifying; each furnishes to the student, who has patiently and laboriously wrestled with its problems, an invigorating mental training and an instrument of power not obtained by any other. Here then lies the student's duty in a higher sphere and with graver import; do his friends send him and watch over him from afar with loving sympathy to be turned into a mere receptacle of information, or do they expect him to return a self-made man of power and promise? Are *you* doing your duty? But the highest aim as the result of an education is

8. THE FORMATION OF CHARACTER.

This differs from reputation in that character is what a man is, reputation what others think him to be, so that reputation can be either better or worse than a man's character, and is at best but a poor means for measuring a man's worth. Character is what a man is, and as a thinking moral being he must realize in himself an approach to perfection. Truthful, just, unselfish, merciful, sympathetic, strong, wise, bold, all this a man of character must be. Can he himself contribute to this result and how? If wisdom comes from knowledge and strength from mental vigor, then their acquisition depends upon individual effort as has been shown; should moral power be a mere gift of providence and circumstances and the individual only an instrument to display it? To suppose so would certainly be unphilosophical and incompatible with our belief in the goodness of God. Nay, moral power, as the outward manifestation of moral sense, is as much open to be striven for and attained as is mental power, the outward manifestation of reason, and if it takes effort to strengthen the powers of memory, perception, combination, deduction and induction, so likewise it takes effort to strengthen our love of truth, justice, unselfishess, mercy and sympathy. Rigid conformity in thought, act and speech to the reality of things constitutes truthfulness; it is at the base of moral character, and demands a long and laborious effort at self-examination, self-denial and courage, before it becomes engrafted into our moral fibre; but being the pre-requisite to moral soundness the fight for it must be made by those who would possess the latter. As a help to it, avoid levity about so-called old fashioned ideas, speech and people; truth cannot be made ridiculous and those who would make it so should be shunned by all well-meaning, self-respecting youths; carry this same rigid conformity in thought, act and speech to the reality of things into politics, business, the church, in fact, everywhere. The case with which the most atrocious stories, involving libel, misrepresentation and falsehood, are told about political candidates and measures, and gloated over, reveals a grave sore at the very heart of society. Justice and unselfishness come next and are acquired by like efforts at victorious self-denial. Love purity, not only purity in act, but purity in speech and thought; reverence its manifestations in others and do not abide a moment where it is lacking, unless, indeed, it is to make known in unmistakable language your abhorrence of everything that is vile or mean or dishonorable; the fact is, the effort to be made for the acquisition of character is longer, more severe and more taxing in every way, than the effort for the acquisition of mental power, and the query on the lips of the timid is, does it pay to make it? For answer, I would ask does it pay to have and preserve one's self-respect? and is that necessary to one's happiness? If it is, then the question is answered; but it has yet another exceedingly practical side; most men are obliged to make a living, and to make it by the exercise of mental power and the use of knowledge is certainly more satisfactory and more remunerative than to make it by muscular exertion; but here character comes in, since no one would employ even the most learned and most vigorous person mentally if he were known to have no character; it is unnecessary to dwell further upon this point; false reputation may help out for awhile, but in the end truth rises to the surface, and unhappiness and misery, though deserved, are the natural results.

May I hope that these hastily penned lines will cause the young men and young women at this University to think, whether they fulfill the expectations of their friends and their own mission as students, in making the proper and sustained effort to acquire knowledge, mental power and character with their complement of spiritual independence?"

WE are able, says Prof. Payne, by the study of educational history, "to start forward on our own journey with the net results of all past educational effort as our *own capital*, an advantage whose importance it is not possible to estimate." We get this sort of capital in all rightly conducted journals of education.

GEORGIA.

"Upon some present business of the State."
—SHAK.

GOV. Northen in his inaugural address faces the fact of the necessity, of longer school terms and for better compensation to the teachers in a manly courageous patriotic and and heroic way. He says:

"Taxation by the State is but an appropriation for the security of society, protection to property and the advancement of the people. These ends, the General Assembly cannot better secure than by the education of the masses.

Our social, political and material conditions all call for the more general education of the people. Looking, therefore, to the final prosperity of the State in the elevation, enlightenment and virtue of its people, *I appeal* to the *guardians of our liberty* to prepare *every child* for the high and responsible duties of a freeman.

LONGER TERMS AND BETTER INSTRUCTION.

Four months for instruction and eight months for idleness will not fit a citizen for the duties that await him.

If the State carries forward, successfully, the great work it has undertaken, we must have better teachers for the schools, longer terms for instruction and better pay for the service. For the training and instruction of teachers, the State needs a normal school or normal institutes; for longer terms and better pay the system needs more money. The Governor of Georgia receives his salary when it is due. The judges of the courts receive their pay on demand. The members of the general assembly receive their per diem upon call. The teachers in our public schools are the only servants of the State whose pay depends upon contingency and doubt. The honor of the State demands a change. The popular mind is ready for it. All the interests of the State urge your favorable consideration of efficient plans for the better education of the masses."

Certainly the teachers of Georgia have in Gov. Northern an appreciative friend, and an eloquent pleader for a larger recognition of the *all important* work they are doing.

The papers of Georgia are opening their columns freely and liberally for the teachers, for they realize that the schools of the State over and above all other instrumentalities are creating for them an intelligent constituency.

Gov. Northen, of Georgia, says truly that *Illiteracy* is in no sense, an element of security. It never can master the forces that make for progress and power. Ignorance leads riot and vice, hand in hand, to disturb society, destroy business and overthow the government. The surest foundation for our system of goverment must be laid in the intelligence and virtue of the masses.

STATE Commissioner Hook, of Georgia, says: "The teacher is next to the minister of God, the most *important figure* moving on the stage of our secular and social life.

He trains the young minds and hearts, and thus becomes the first lieutenant of the parents of every home in the land.

His charcter should be without stain, his intelligence should be large, his temper and manner kind, courteous and genial, and his bearing fully equal to the behests of the high and responsible duties imposed upon him. There be many in our midst fashioned after this type, I am proud to say."

VIRGINIA.

"What's to come is still unsure:'
In this delay there lies no plenty."
—SHAK.

A TEACHER in the *Education Journal*, of Virginia, says:

"That it sometimes happens that a teacher works several months before he receives his first month's salary, when the money is ready for him, and he has only to get it. The framers of the system must have had in their minds Longfellow's closing words in the "Psalm of Life," "Learn to labor and to wait."

It looks as if a less tedious and annoying way to pay teachers can be, and ought to be, devised. There has been some mention in the *Joural* of a proposed change. It is to be earnestly hoped for."

He says for a teacher in a *country district* some distance from the county-seat, the plan is a veritable patience-destroyer. He has to send his monthly report to the superintendent (when he does not live near), and wait for his receipt. This consumes some time, etc., etc., etc. Certainly the teachers who do so much valuable work are entitled not only to more prompt payment but in these prosperous days to some *increase* of compensation too. Let it all be talked over and the remedy sought for applied without delay in every State in the Union, until our teachers are paid at the end of every month as other City, County and State officers are paid.

NEBRASKA.

"Is there not a double excellency in this?"
—SHAK.

HON. George B. Lane, State Superintendent of Public Instruction, Nebraska, says it is not only the privilege but the duty of the *County* Superintendents to impress upon parents, guardians, school officers and pupils the importance of education; to convince the people that an education is the *richest earthly heritage* they can confer upon their children; and that without it their children must commence and continue the work of life at *immense disadvantage*.

* * * * * * *

He says:

"Many instances may be cited in which the attendance on the schools of cities and towns has been increased by the single influence of the Superintendent, and the agencies created by him, from five to *twenty per cent*, and the *efficiency of* the instruction more than doubled during the same period.

It may be said that these good results may readily follow supervision in the cities and towns, yet in the country districts, supervision may not be of like value. But this doubt is entirely without foundation. The truth is that school supervision is not only more necessary, but is also relatively much more valuable in the country districts than in the cities and towns."

WHEN all our friends call attention to our offer of Dickens' complete works, the boys and girls will turn away from *vicious literature* and seek these. See coupon order. This is a good thing for our teachers to do in all the schools in the country.

You get the whole fifteen volumes of his complete works sent to you, postpaid, for less than 7 cts. a volume with the AMERICAN JOURNAL OF EDUCATION for one year.

THESE books—which we send you—the bread of the mind—they are yours for the *least trifle*—yes, bread of the mind and bread for the mind. Let two or three or four unite, and then for 50 cts. each, you get the complete works of Charles Dickens in fifteen volumes and the JOURNAL sent one year all postpaid.

THIS is no country,—or time for faint hearted people.

WE send this JOURNAL regularly and promptly to all subscribers, new and old, but sometimes those who are entitled to it do not get it because the name was written so indistinctly, the clerk in entering it has perhaps made an error.

Please write your name very plain, and your post-office, giving the county and State in full—and you will then be sure to get the JOURNAL promptly and regularly send *all* remittances by money order, or in registered letter. We cannot be responsible for money unless sent as above.

SUPPOSE that we now have printed the *modus-operandi*—by which one man in the "ring" year after year has done the voting of the N. E. A. for the election of all its officers and continues to do this.

THE School officers control the schools, of course, but the public hold teachers responsible for what is done there. Is it not evident then that those who direct education should have a profounder knowledge of its needs, and the best means of their attainment? When this is wanting, on the part of school officers, there is a woeful breach, so that school officers need to read the AMERICAN JOURNAL OF EDUCATION, rather *more* than the teachers need it. Both *need* it, and its liberal premiums are winning, helpful and attractive.

THE Bible is the charter of human rights. Jefferson lived after Jesus and St. Paul, who taught the world the worth and brotherhood of men, and that man's possessions are held in trust for the welfare of the race. Brotherhood and stewardship were not known before Christ.

HERDER said this beautiful and *true* thing to his children in one of his precious letters to them:

"I am pleased that Herr Krause gives such a good account of your *drawing*. It is a grief to me every moment that I can't draw. I am like a *dumb man* who has *thoughts* but *can't express them*. Therefore, dear children, learn to draw well."

SLATED PAPER

—FOR—

BLACKBOARDS,

Sent by Mail,

POST PAID,

$1.00 Per Yard up to 5 Yards.

Please read the following late Endorsement:

COLUMBIA, MO., Sept. 5th.

J. B. MERWIN,
Manufacturer and Dealer in School Supplies,
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DEAR SIR:

Please send me as soon as possible, **TWENTY-FIVE** Yards more of your **SLATED PAPER** for Blackboards. The increase in the number of my pupils demands more **BLACKBOARD** area. I make the above statement to let you know that I am not buying now to replace the old—as that which I purchased of you five years ago is still in **VERY EXCELLENT CONDITION.** In fact, after giving it the test of *constant use* for a term of years, I unhesitatingly pronounce it **SUPERIOR** to any BLACKBOARD SURFACE I have tried—unless it be your **LIQUID SLATING** on a hard finished wall. Send also your best **Crayons in usual quantity.** Yours Truly,

R. P. RIDER,
President Stephen's College,
Columbia, Mo.

We send this *Slated Paper*, thus *Strongly Endorsed* after being so thoroughly tested for years, **POST PAID** by mail at $1.00 per yard up to five yards.

For further information, Circulars of Globes, Outline Maps, **SLATING,** and *everything* needed in Schools, call upon or address, with stamp for reply, and write direct to

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LOUISIANA
EDITION
American Journal of Education.
$1.00 per year in advance.

WITH a little more vigorous persistent patient effort, our teachers can make *all* our schools so good and so strong and so attractive, as to indoctrinate *all the people* with the love of intelligence. They are doing this already in thousands of districts all through the country in their organization of Reading Circles, Lectures and Magazine Clubs to secure a library.

Remember, for $2.00 we send you *this* JOURNAL for one year and the complete set of Charles Dickens' works of *fifteen volumes*. If you prefer a *cheaper set* we will send you *this* JOURNAL and a complete set of Dickens' works in *twelve volumes* post paid for $1.60.

BRO. BARDEEN, of "*The School Bulletin*," has actually heard from some one who claims to have "seen"—the "constitution" that enabled President Canfield to set at defiance, parliamentary law, common sense and justice at the N. E. A., so that Bro. Sheldon, as usual, could do the voting and electing of officers for ten thousand teachers, more or less, and so Bro. Bardeen is "solid" for ex-president Canfield.

"WE" have been "*solid*" for president and ex-president Canfield of the N. E. A. all the time. He was merely the "tool" of Sheldon and his "ring" up at St. Paul—obliged by accepting the position, to carry out and try at least to perpetuate its dictation. He certainly should not be blamed for this.

We hope President Canfield will be elected to the United States Senate from Kansas. He is in all respects a wiser and better man than the "irredescent dream" that now occupies that position and that is conspicious for changing its clothes *five times* during one interview! Yes, we are all "solid" for ex-president Prof. Canfield for the United States Senate and we hope the Kansas legislature will be equally so, and elect him.

MISS Millie Money, of Iroquois county, Illinois, wirtes as follows: 'I do not know how to thank you enough, for the papers received, and the picture. The AMERICAN JOURNAL OF EDUCATION will be not only a great help, but an inspiration to me and my friends in our work. My school is a success, and I shall try and circulate more copies of the JOURNAL not only among the teachers but among the school officers. I thank you again for all that you are doing for the teachers." Yours Truly,

M. MONEY.

THE PRINTED PAGE.

"Then join you with them like a rib of steel,
To make strength stronger."
SHAK.

It is claimed by those best posted that eight persons read every paper published before it is destroyed, many persons read this journal and read it again so as to reinforce themselves with arguments to meet opponents to certain important school measures.

We have, on the above basis nearly two hundred thousand readers, and the result is manifest in the *steady* and *solid improvement* of our school system in all the States where *this* Journal circulates. We want on this account to *double* its circulation in all the states, and we ask our teachers in *all* the states to help us do this.

OUR valued contemporary, the *Educational Courant*, of Louisville, Ky., in speaking of the *direct money value to the teachers* in the circulation of *this* JOURNAL among the people, said:

"A year or two ago, the editor of the AMERICAN JOURNAL OF EDUCATION, St. Louis, urged that a liberal distribution of that paper among the teachers, school officers, and tax-payers would reimburse each teacher fourfold its cost in one year. The teachers caught the idea, and wisely and zealously aided, until **one hundred and fifty thousand copies** were put into circulation. At the close of the year the report of the Superintendent of Public Instruction for Missouri **showed an average increase of teachers' wages of 19.62.** Of course it was not claimed that all this was due to the **Journal**—but that it was an active and prompt factor in securing this **desired result,** no intelligent person will deny."

Why raise the postage on *cheap books* for the people?

Who is behind this movement?

What is its animus or necessity?

There was a specific and positive promise to *reduce* postage on the part of the present administration.

Let us have a *one cent* rate on all letters.

OUR AIDS.

"I say no more than truth."
—SHAK.

PLEASE to read what is said of the *practical* beneficial results of using our "Aids to School Discipline." It is said that the attendance has increased more than 100,000 by their use.

Your "Aids to School Discipline" recently sent me, have been used in the "Chapel Hill School," and the result I wish to make known so that others may see how valuable they are.

They produced *industry* at once, and awakened a new interest among the pupils and *parents*; and there has been no *tardiness* or bad conduct among the pupils since I began their use. And of course we are all highly pleased with such results.

Please to send another set by first mail and oblige,

Yours very truly,

A. L. A.

WALTHER COLLEGE.

"Whose learning and good letters
Peace hath tutored."
SHAK.

WE have been deeply interested in the steady growth and continued success of this institution, as it represents the progressive element of the Evangelical Lutheran Church, commonly known as the German Lutheran Church, founded on the Book of Concord of 1580. It has been our pleasure to know the able but careful and conservative president, Prof. A. C. Burgdof, as an eminent educator for a number of years.

Article IV of the Constitution of this Institution, reads as follows:

"The Board of Trustees shall regulate and control the affairs of the College, shall have power to appoint and remove professors and teachers, and fix their salaries; to determine the *character of the instruction to be given in the College;* and generally to have the powers usually exercised by the governing bodies of institutions of learning."

This "Board of Trustees" are as conservative as President Burgdorf. They are not only well and favorably known in St. Louis, but they are known by their connection with and their liberal contribution to other literary and theological institution in common with the Evangelical Lutheran Church.

The officers consist of President, Henry F. Mueller; Vice-President, Chas. W. Behrens; Secretary and Treasurer, Wm. C. Schultz; Assistant Secretary, Prof. Edmund Suel.

Board of Trustees: Rev. Otto Hanser, Henry F. Mueller, Wm. C. Schultz, F. Schwartz, Prof. A. C. Burgdorf, Chas. W. Behrens, Henry Schenkel, Conrad Kellermann and John Beckert, Jr. President of the Faculty, Prof. A. C. Burgdorf, Superintendent, Rev. Otto Hanser.

We call attention also to "the course of study." A thorough training in both the German and English language.

In addition to all the other advantages afforded, Walther College has adopted *co-education*, with results entirely satisfactory to the faculty and unexpectedly favorable results to the students of both sexes.

President Burgdorf, after consultation, not only introduced his own daughter, but several of the leading and more prominent German Lutherans have also sent their daughters, feeling that the *daughter* was equally worthy with the son, of such a training of the intellectual and moral faculties as this institution affords.

In short the feeling is a growing one that the following beautiful sentiment expressed by one of the *greatest* of the German writers and philosophers applies as much to the daughter as to son:

'Can there be a more wretched economy than of the faculties of the soul? They were given us to be improved and expanded, to be carried as near as possible to perfection, even to be prodigally lavished, for a high and noble end.

How can we love a child without indulging the flattering hope that he will be generous and gallant, without wishing him that renown which may, as it were, *multiply his existence*, and make us hear from every side the name which our own heart is continually repeating.

Why should we not enjoy with rapture the talents of a son, the culture and beauty of a daughter?

Can there be a more strange ingratitude towards the Deity than indifference for these, his gifts?

Are they not from heaven, since they render it a more easy task for us to please Him whom we love?"

The discipline will be improved, we are sure, by this wise experiment of co-education, and while it will be something of an innovation, it will be in full accord with true Christian principles and with all the qetter tendencies of the time in which we live.

JESUS the teacher came to teach men not simply that they might *know* more, but that they might *be* more, to themselves, to the world. He sought to put into the hearts of his disciples that fire of truth that would make them flaming messengers of truth. He sought to kindle them with his own love, his own spirit, rouse them to high thought and high endeavor, and he succeeded. Here is our lesson, the secret of a successful teacher. Arithmetic is good, grammar is good, spelling is good, drawing and hygiene and algebra and other sciences are excellent. But these are nothing without a heart filled with love and a mind devoted to the service of our fellowmen.

THE ONLY ONE.

"It will be a pastime,
Passing excellent."
—SHAK.

The Chicago, Milwaukee & St. Paul Railway is the only line running solid Vestibuled, Electric Lighted and Steam Heated trains between Chicago, Milwaukee, St. Paul and Minneapolis.

The Chicago, Milwaukee & St. Paul Railway is the only line running solid Vestibuled, Electric Lighted and Steam Heated trains between Chicago, Council Bluffs and Omaha.

The berth reading lamp feature in the Pullman Sleeping Cars run on these lines is patented, and cannot be used by any other Railway Company. It is the great improvement of the age. Try it and be convinced.

For further particulars apply to the nearest coupon ticket agent, or address A. V. H. CARPENTER, General Passenger Agent, Chicago, Ill.

LOW RAILROAD RATES FOR THE HOLIDAYS.

The Iron Mountain Route greets all its friends with a wish for the merriest Christmas the happiest New Year, and takes pleasure in offering greatly reduced round trip rates to enable them to visit their friends at any point on this road, not over 200 miles distant. Tickets are on sale December 24th, 25th and 31st, and January 1st, good to return until January 10th. For tickets and all further information, apply to your local ticket agent.

WASHINGTON
D. C.,
EDITION
American Journal of Education
AND NATIONAL EDUCATOR.
$1.00 per year in advance.

JERIAH BONHAM, Washington, D.C. }
J. B. MERWIN, St. Louis..... } Editors

WHAT I am, is to what I may be, as my possibilities are to the means of realizing them. And the community at large will be elevated and made stronger just in proportion as the means of education are perfected and the masses are induced to use them. Improve the schools and you give the people power.

DO YOU SEE THIS!

"This story shall the good man teach his son."
—SHAK.

Emerson said that a man is a bundle of relations, a knot of roots, whose flower and fruitage is the world. All his faculties refer to natures out of him and predict the world he is to inhabit, as the fins of the fish foreshows that water exists, or the wings of an eagle in the egg presuppose air. Insulate and destroy him. He cannot live without a world. Put Napoleon in an island prison, let his faculties find no men to act on, no Alps to climb no stake to play for, and he would beat the air, and appear stupid. Transport him to large countries, dense population complex interests and antagonist power, and you shall see that the man Napoleon, bounded that is by such a profile and outline, is not the virtual Napoleon. This is but Talbot's shadow;

"His substance is not here.
For what you see is but the smallest part
And least proportion of humanity;
But were the whole frame here,
It is of such a spacious, lofty pitch,
Your roof were not sufficient to contain it."
Henry VI.

Columbus needs a planet to shape his course upon. Newton and Laplace need myriads of age and thick-strown celestial areas. One may say a gravitating solar system is already prophesied in the nature of Newton's mind. Not less does the brain of Davy or of Gay Lussac, from childhood exploring the affinities and repulsions of particles, anticipate the laws of organization. Does not the eye of the human embryo predict the light? the ear of Handel predict the witchcraft of harmonic sound.

Do not the constructive fingers of Watt, Fulton, Whittemore, Arkwright, predict the fusible, hard, and temperable texture of metals, the properties of stone, water and wood? the lovely attributes of the maiden child predict the refinements and decorations of civil society? Here also we are reminded of the action of man on man.

A mind might ponder its thought for ages and not gain so much self-knowledge as the passion of love shall teach it in a day. Who knows himself before he has been thrilled with indignation at an outrage, or has heard an eloquent tongue, or has shared the throb of thousands in a national exultation or alarm?

No man can antedate his experience, or guess what faculty or feeling a new object shall unlock, any more than he can draw to-day the face of a person whom he shall see to-morrow for the first time.

Victor Hugo found a great deal in Shakespeare.

We hope our teachers everywhere will bathe in, and refresh and reinvigorate themselves for their *great* work by great reading and familiarity with him. Victor Hugo said: "Shakespeare is fertility, force, exuberance, the swelling breast, the foaming cup, the brimming trough, sap in excess, lava in torrents, the universal rain of life, everything by thousands, *everything by millions*, no reticence, no ligature, no economy, the inordinate and tranquil prodigality of the Creator."

SOMETHING MORE.

"This and much more,
Much more than twice all this."
—SHAK.

DR. W. T. Harris says that our school education should open five windows of the soul, and let it look out upon the two departments of nature and the three departments of mind. Now it surprises us at first to see that school education has done this very thing by its course of study. Arithemetic gives the first glimpse of inorganic nature, for it reveals the nature of quantity, and quantity gives the law to time and space, and to all bodies. Then in geography a glimpse is given of organic nature as related to the inorganic on the one hand, and as related to man on the other—a very educative study indeed! Then there is grammar, which looks into the logical structure of the intellect as revaled in the language; history, which reveals the human will; literature in the school readers, showing how the great geniuses of the language have revealed the aspirations of the people in impassioned prose and poetry.

The school does something more than give this all-round glimpse of man's five fold world. The school teaches the pupil how to restrain his animal impulses to prate and chatter, disturbing the work of others and himself idle; it teaches him the great lesson of industry and perseverance; it teaches him regularity and punctuality, the great virtues that lie at the basis of all human combination; it teaches courtesy and good social behavior; it lays greatest stress on truth-speaking, by showing the pupil in every recitation how important it is to be accurate in statement, and to fix the exact facts by verification and research.

The studies and disciplines of the school therefore open the windows of the intellect upon all points of the horizon of existence, and they train the will to labor at what is most difficult because most unusually for the animal nature. The lower organized human being can work with his hands with pleasure, while it is still a task of greatdifficulty for him to contemplate ideas or undertake any sustained trains of thought. If youth can be taught to bring their powers to bear on such ideal subjects as arithmetic, grammar, history, and literature, they certainly can with ease give their mind to any form of manual training or the work of the external observation, because the greater includes the less, and the studies of pure science are far more difficult to carry on than studies in applied science.

THE price of labor is increasing; the income from capital is diminishing. A day's labor was formerly worth a bushel of wheat. Many mechanics now earn a barrel of flour in a day. Labor-saving machinery not only makes the education of the masses possible, but an imperative necessity, as it gives the people more power. Ignorance is helpless wherever you find it and wherever you put it, on the farm or in the shop or in the legislative hall.

OBJECT TEACHING.

IT is a settled *fact* in education that the pupil, in order to *do* the most and get the best, must have something the eye can rest upon to aid the mind to comprehend facts and principles. Hence the *necessity* of providing outline Maps, Charts, Globes, Blackboards, etc., for every school, if you would have students advance properly and successfully.

By the use of these helps the attendance will be largely increased; the interest in every study will also be greatly enhanced; the discipline improved; and the effectiveness of the teacher MORE than DOUBLED, because *so much more* can be done by both the teacher and the pupils within a given time.

WHAT IS THE COST?

Only *ten cents per year!*

Say the entire outfit of Maps, a Globe, Blackboards, and a set of Charts costs $60.00, and they last twenty years, that would be only $3.00 per year and *all the pupils* in the school get the full benefit of all these things for this trifling expense. If there are thirty pupils, it would be *ten cents* per year to each pupil only.

Do you not think it would be worth ten cents to every pupil and to the teacher, to have the use of a Globe, a set of Outline Maps, Reading Charts, and plenty of *Blackboard* surface, for practice in figures, drawing, writing, etc.?

It seems to us that after duly considering these *facts*, every parent, every conscientious school director, every wise teacher, every patriotic legislator will demand that these essential articles be provided for every school without any further delay.

The Voice

Is easily injured—the slightest irritation of the throat or larynx at once affecting its tone, flexibility, or power. All efforts to sing or speak in public, under such conditions, become not only painful but dangerous, and should be strictly avoided until every symptom is removed. To effect a speedy cure no other medicine is equal to

Ayer's Cherry Pectoral

The best of anodynes, this preparation rapidly soothes irritation, strengthens the delicate organs of speech, and restores the voice to its tone and power. No singer or public speaker should be without it. Lydia Thompson, the famous actress, certifies: "Ayer's Cherry Pectoral has been of very great service to me. It improves and strengthens the voice, and is always effective for the cure of colds and coughs."

"Upon several occasions I have suffered from colds, causing hoarseness and entire loss of voice. In my profession of an auctioneer any affection of the voice or throat is a serious matter, but at each attack, I have been relieved by a few doses of Ayer's Cherry Pectoral. This remedy, with ordinary care, has worked such a

Magical Effect

that I have suffered very little inconvenience. I have also used it in my family, with excellent results, in coughs, colds, &c."—Wm. H. Quartly, Minlaton, Australia.

"In the spring of 1853, at Portsmouth, Va., I was prostrated by a severe attack of typhoid pneumonia. My physicians exhausted their remedies, and for one year I was not able to even articulate a word. By the advice of Dr. Shaw I tried Ayer's Cherry Pectoral, and to my surprise and great joy, in less than one month I could converse easily, in a natural tone of voice. I continued to improve and have become since a well man. I have often recommended the Pectoral, and have never known it to fail."—George R. Lawrence, Valparaiso, Ind.

Ayer's Cherry Pectoral,

PREPARED BY

DR. J. C. AYER & CO., Lowell, Mass.

Sold by all Druggists. Price $1; six bottles, $5.

TOOLS TO WORK WITH.

Our tax-payers and school officers, too, understand now, that good *Blackboards* all around the schoolroom; a good set of outline Maps, and an eight-inch Globe, are, to the teacher in his work, what the sledge-hammer is to the blacksmith, the saw to the carpenter, the axe to the woodsman, or the plow to the farmer.

The *time* and expense of the teacher and the pupils in the school go on from the day it opens. If you do not give the teachers and pupils these "*tools to work with*," but comparatively little can be accomplished. Therefore, no district however poor, can afford to do without these necessary helps, and provision should be made for supplying them as much as for the roof of the school house or the floor to the building.

Pupils need them; teachers need them; economy demands them; and the school law of Illinois says wisely (see Secs. 43 and 48) that directors *shall* provide these necessary articles.

NEW BOOKS.

S. C. Griggs & Co., Chicago, send us a "Digest of English and American Literature" by the late Alfred H. Welsh, A. M. It is the last we shall have from this valued friend as before it had received the last touch his hand had laid down the pen forever. It is a rare and rich view of the history and literature in England and United States, from the time of the Roman invasion down to the present

The careful and extended study of such a work as this becomes more and more valuable when we consider that literature in the highest sense is artistic expression of such thought and feelings as speak to our common human nature in every country and in every age.

It is this which gives power and that study and that literature is most worthy which directly or indirectly gives most power for good. No man was more competent to give us such a digest of this literature than Prof. Welsh, and this Volume is a fit companion to "the Development of English Literature and Language" and other similar works by the same author which have been published by the house of S. C. Griggs & Co.

Prof. C. L. Gruber, of the Hutztown, Pa. State Normal School has done a wise and a very serviceable work in compiling, asking and answering about *six-hundred* questions upon the facts and fancies, theories and traditions in United States history, politics and literature, with full, intelligent, clearly-stated answers. There are a number of *historical conundrums* with answers; *historical expressions* with key, giving author and circumstances connected with each; and one-hundred *popular names of historical persons*. It is the work of a scholarly genius, and is printed and bound in the most attractive style. It is an exhaustless source of recreative material but it is more than that, it is an inspiration to study and enjoy American history in all forms. Prof Gruber says that "we do not know how ignorant we are until we try to find out what we know." Published in Boston: New England Publishing Co. 136 7½x5. Price 75 cents.

We have from G. P. Putman's Sons, New York, *The Trees of Northeastern America.* By Chas. S. Newhall. With an Introductory Note by Nath. L. Britton, E. M., Ph. D., of Columbia College. With illustrations made from tracings of the leaves of the various trees.

The trees described include all native trees of Canada and the Northern United States east of the Mississippi River. Mention has also been made of the more important of the introduced and naturalized species. The descriptions are such that any given specimen can be readily located and named by the help of the guide given in the volume.

Also *Dust and Its Dangers.* By T. M. Prudden, M.D., Author of "The Story of the Bacteria," etc. This little book has been writen with the purpose of informing people, in simple language, what the real danger is of acquiring serious disease, especially consumption, by means of dust-laden air, and how this danger may be avoided.

We are glad to notice a new edition has been called for, of W. H. P. Phyfe's Seven Thousand Words Often Mispronounced. This is an extensive and complete handbook of difficulties in English pronunciation; including an unusually large number of proper names and words and phrases from foreign languages, with supplement. N. Y., G. P. Putnam's Sons.

The same firm also publish The Unwritten Constitution of the United States. A Philosopical Inquiry into the Fundamentals of American Constitutional Law, By Christopher G. Tiedman, Professor of Law in the University of Missouri.

Mr. C. W. Bardeen who by the way is publishing some of the best and most useful books for teachers, issued in this country, announces that he has purchased from the International Publishing Co. all rights, title and interest in "Knott's Ready Reference Law Manual," including copyright, books and sheets on hand, and of sale accounts, and that he will hereafter publish the work as one of the *School Bulletin Publications;* also that he has in press "Prussian Schools through American Eyes," by James Russell Parsons, Jr., late United States Consul to Aachen, Germany.

The best books—Send to G. P. Putnam's Sons, New York, for a Reader's Guide to the *Choice* of the Best Available Books in all Departments of Literature down to 1888. With the dates of the first and latest editions, and the prices, sizes, and publishers' name of each book. Second edition. Rewritten and much enlarged. With numerous biographical notes and all index. Compiled by Wm. Swan Sonnenschein. Our reading circles all over the country, and those who are starting school libraries should correspond with this old and established house. We also desire to call attention to the exquisite *Literary Gems Series* comprising the following: The Niebelungen Lied, by Thomas Carlyle; The King of the Golden River, by John Ruskin; The Science of History, by James Anthony Froude; Sonnets from the Portugues, by Elizabeth B. Browning; The School for Scandal, by Richard Brinsley Sheridan; Nothing to Wear, by William Allen Butler. Each "Gem" is presented in a separate volume, tastefully printed in 32mo, and attractively bound in full leather, gilt top, with a frontispiece in photogravure.

The Journal has so often urged the use of methods evolved by the St. Louis movement, that it naturally rejoices when its beliefs receive the endorsement of the most prominent educators.

Many years ago the Journal printed an article upon the Rationale of Composition Writing and urged that the exercises should be changed from a ghastly spectre to a pleasing labor to the child. The Boston Supply Co. has published fables, anecdotes and stories for teaching composition and the book will be found very helpful to teachers. St. Louis, during the administration of its schools by Dr. Harris, was far in advance in the matter of progress, and now one by one the ideas then put into practice, are reappearing as the work of eastern persons.

Egbert, Fidlar & Chambers, of Davenport, Iowa, are the publishers of A. J. Hirschl's "Legal Hygiene, or How to Avoid Litigation." It is not a mere form book, but furnishes such intelligent explanation of business devices as make it possible for every one to understand their significances. The Journal has always regretted that girls as well as boys were so rarely taught what if learned by experience is always very costly. Legal Hygiene not being technical, furnishes the means by which any reader can acquire this information. Add the book to your school libraries.

From Longmans, Greene & Co., comes a little book called "School Hygiene," by W. J. Abel. It is too often taken for granted that teachers know everything, but the vast majority of them feel the need of just such help as Mr Abel's book. The subject discussed are Ventilation, Disinfection, Eyesight, Infectious Diseases, School Surgery, Poisons, Color Blindness and test types.

The Sadler Publishing Co., (Baltimore,) have issued Sadler's Practical Arithmetic for High Schools and Academies. The work alike of author and publisher has been well done and in schools where arithmetic is taught and not merely studied, this book could be used with great advantage.

Just now there is a sudden interest in having school children know more about "Civics" than they usually learn from the constitution appended to school histories. C. W. Bardeen as is well known is one of the most progressive of publishers and he has just extended his already long list by the Missouri Edition of Northam's Manual of Civil Government. Unlike most works on this subject, this book carries each topic from the U. S. constitution through its application to the smallest political unit in the State. In the hands of a judicious teacher it could be used to advantage in almost any grade, and should at least be added to the reference book of every school.

***The Century Dictionary* comprises** many features of special interest to all students and teachers of language and literature from the fact that it treats the language *historically*, beginning with the so-called Middle English period about the year 1200; it gives all the important words and forms existing at that date, and increased in fullness with the development of the language until the present time, comprising in all a vocabulary of about 200,000 words; it gives the etymological history of these words and displays the whole structure of the language with great fullness; and it devotes much space to an original and careful analysis of meanings. The spoken as well as the written language is included in it,—that is, it contains all important provincial, dialectal, and local words and forms which have existed in the different sections of the English-speaking world. Special attention is given to the fundamental or stock words of the language, such as *be, bear, do, come, go, fall, run, good, bad, bull,* and to relation words, articles, pronouns, pronominal adjectives, prepositions, conjunctions, etc., with the aim of displaying their complicated etymological and grammatical relations and their idiomatic uses and also to idiomatic, technical, or otherwise notable phrases, absolute and current. Of these phrases not less than 30,000 are defined.

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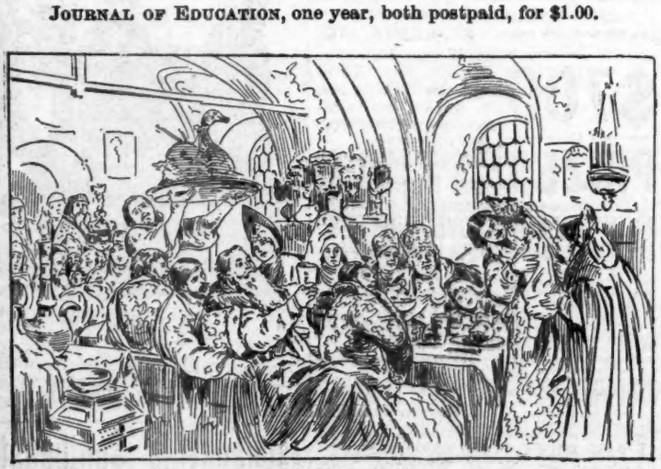

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